



CONSTRUCTION AND STANDARDIZATION OF TEACHERS' PERCEPTION ON LEADERSHIP EFFECTIVENESS SCALE (TPLES)

Poban Gogoi¹ | Dr. P. K. Gogoi²

¹ Assistant Professor, Department of Education, Digboi College, Assam, India.

² Associate Professor, Department of Education, Dibrugarh University, Assam, India.

ABSTRACT

The present research paper is the outcome of an attempt to construct and standardise a scale for the college level teachers to measure their perception on Principals' leadership effectiveness. The final scale consisted of 60 statements distributed over six dimensions of leadership effectiveness. The reliability of the scale was calculated by using split-half method and it was found to be 0.94. Content validity of the scale was ensured by a team of experts from the Department of Education, Dibrugarh University, Assam, India.

KEY WORDS: Leadership Effectiveness, College Teachers, Perception.

1. INTRODUCTION:

Leadership means organizing a group of people to achieve a common goal. The leader may or may not have any formal authority. Leadership is a process whereby an individual influences a group of individuals to arrive at a common goal. Leaders get things done through other people or followers. They set the direction and get other people to follow them accordingly. The concept of leadership Effectiveness differs from person to person. It is because of the fact that the type of consequence or outcome is used to determine how successful a leader is. Leadership effectiveness can be explained as a leader's success in influencing subordinates to achieving organizational goal. Effective leader has the ability to integrate successfully and maximize available resources within the internal and external environment for the attainment of organizational or societal goals.

This research paper is the outcome of an attempt to construct and standardise a scale for measuring teachers' perception on leadership effectiveness of Principals.

2. RATIONALE OF CONSTRUCTION OF THE TOOL:

The demand and need for development of new and standardized tool is growing to a certain extent because of the fact that most of the tools are having reliability and validity in the context of a particular area only. Though several leadership scale and questionnaires are there to measure perception of teachers on Principal's leadership effectiveness but the investigator did not find any suitable scale/questionnaire to measure the perception of the college teachers on Principal's leadership effectiveness in the colleges of Assam, in general and in the colleges affiliated to Dibrugarh University, in particular. Besides, most of the accessible leadership effectiveness scale/questionnaires are foreign tools. Only a few Indian tools are there out of which most of them are meant for measuring effectiveness of leaders in other fields. No recent tools are available which is solely meant for assessing leadership effectiveness of college Principals in general and the Principals of general degree college of Assam, in particular.

On the other hand, after Provincialisation of the colleges (formerly Deficit-Grant system) under the Assam College Provincialisation Act, 2005 and the Assam Venture Educational Institutions (Provincialisation of Services) Bill, 2011 (Amended 2012) as well as introduction of semester system at undergraduate level in the colleges affiliated to Dibrugarh University from the session-2012, the

whole scenario of collegiate education has been changed tremendously. Besides, most of the Governing Bodies of the colleges have appointed new permanent Principal in accordance with new rules and regulations provided by Directorate of Higher Education (DHE), Assam. At this changing situation, construction of a new leadership effectiveness scale by incorporating all those recent impressions of the colleges is a matter of urgent concern.

Keeping this gap in mind, the investigator attempted to construct and standardise the present tool viz. Teachers' Perception on Leadership Effectiveness Scale (TPLES).

3. STEPS FOLLOWED FOR CONSTRUCTION AND STANDARDIZATION OF TPLES:

The investigator decided to follow Likerts' technique to construct and standardize the Teachers' Perception on Leadership Effectiveness Scale (TPLES). Accordingly the following steps have been carried out for construction of the scale:

- 3.1 Preparing and editing of statements
- 3.2 Try-out
- 3.3 Item analysis and preparation of the final draft
- 3.4 Standardisation of the Scale
 - a. Determination of reliability
 - b. Determination of validity

3.1 Preparing and editing of statements:

There are no universally accepted traits/qualities of effective leadership but certain requirements for leadership effectiveness do exist across diverse situations. Therefore, a continuous effort for enumerating qualities/dimensions of leadership has been witnessed since the time of emergence of study on leadership. In this connection a review on some of the important existing scales/tools and Doctoral research studies available were felt utmost importance. The consulted tools for the purpose are presented in table -1.

Table 1: Summary of tools consulted

Sl. No.	Name of tool	Constructed by	Dimensions of the tool
01	Leader Behaviour Description Questionnaire (LBDQ)-1957	A. W. Halpin	Initiating structure and Consideration.
02	Leader Behaviour Description Questionnaire-Form XII - 1963	R. M. Stogdill	Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration and Superior Orientation.
03	School Organisational Climate Description Questionnaire: (SOCQ)- 1978	M. Sharma	Disengagement, Espirit, Intimacy, Production Emphasis, Psychophysical Hindrance, Alienation, Controls, and Humanised Trust;
04	Educational Leadership Assessment Test (ELAT)- 1986	A. K. Pandey	Personal assessment, job needs, tolerance towards opposite sex, tolerance towards the institution and effectiveness in the job.
05	Managerial Effectiveness Scale (MES)- 1993	S. Chakraborty	Management processes, some personality attributes of an effective manager, and some knowledge areas related to education.

06	Leadership Effectiveness Scale (LES)- 2001	H. Taj	Interpersonal Relations, Intellectual Operations, Behavioural and Emotional Stability, Ethical and Moral Strength, Adequacy of Communications and Operation as citizen.
07	Leader Behaviour Scale (LBS)- 2005	A. Hingar	Emotional Stabilizer, Team Builder, Performance Orientor, Potential Extractor, Socially Intelligent and Value Inculcator.
08	Educational Leadership Styles Situation Test (ELSST)-2005	S. Rajeswari	Autocratic, Democratic and Laissez-faire.
09	Effective Leadership Scale- 2015	V. J. Chauhan	Promoting collaborative problem solving and open communication, Collecting, analyzing and using data to identify school needs, Using data to identify and plan for needed changes in the instructional program, Implementing and monitoring the school improvement plan, Using systems thinking to establish a clear focus on attaining student achievement goals & Using information technology (IT) for effective use of plans and policies.

It is really complex activity to enumerate the traits that make a leader effective. Besides, there are no universally accepted traits/qualities of effective leadership. Keeping this in mind, with reviewing related literature and tools available; the investigator incorporated six dimensions of behaviour in the scale to assess leadership effectiveness. The preliminary draft of the scale consists of the items covering all these dimensions of leadership effectiveness. The scale measured teachers' perception on six dimensions of leadership effectiveness viz. Interpersonal Relations, Emotional Stability, Intellectual Operations, Moral Strength, Skill of Communications & Social Consciousness.

The investigator prepared 160 statements distributed over the six dimensions of leadership behavior. Here, respondents were to answer each item in a five point scale i.e. Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. For positive items a score of 5, 4, 3, 2 and 1 and for negative items 1, 2, 3, 4 and 5 were given respectively. These statements were finalized after consultation with experts from the Department of Education, Dibrugarh University. On the basis of suggestion and comments from the experts, 150 statements were retained for the preliminary draft of the scale. Statement details of the preliminary draft TPLES is shown in table - 2.

Table 2: Statement details of preliminary draft TPLES

Table 2: Statement details of preliminary draft TPLES				
Sl. No.	Dimension of TPLES		Serial number of items in the scale	Number of total items
01	Interpersonal Relations	Positive Statements	07,12,15,20,21,38,46,47,61,70,73,88,92,93,97,98,111,127,144	19
		Negative Statements	29,32,40,62,68,74,82,89,100	09
02	Emotional Strength	Positive Statements	02,17,19,22,30,49,56,137,141	09
		Negative Statements	04,09,10,50,63,64,65,66,118,130,138,150	12
03	Intellectual Operations	Positive Statements	06,08,23,24,37,39,43,45,51,52,53,69,80,104,105,108,113,114,116,117,120,132,134,135,140,145	26
		Negative Statements	59,71,94,128	04
04	Moral Strength	Positive Statements	01,03,05,25,41,48,67,72,75,76,81,84,85,91,103,106,112,121,123,143	20
		Negative Statements	27,60,99,110,139	05
05	Skill of Communication	Positive Statements	13,14,36,54,55,77,95,96,119,126,142,146, 147,148	14
		Negative Statements	11,28,34,42,79,102,122,124,125,133	10
06	Social Consciousness	Positive Statements	16,18,26,44,57,58,78,83,86,87,90,101,107,109,115,131, 136,149	18
		Negative Statements	31,33,35,129	04
Total				150

3.3 Item analysis and preparation of the final draft:

The items of the try-out form of the TPLES were analysed to prepare the final draft. On the basis of total scores of the respondents (based on responses to all statements) 27% of the respondents with the highest total scores and 27% of respondents with the lowest total scores were taken as high group and low group respectively. These two groups were taken as criterion groups in terms of which to evaluate the individual statements. On the basis of these two groups, 't' value for each statement was found out. Here, out of the total 123 teachers, the high group and low group constitute 33 (27% of 123) teachers each. On the basis of these two groups, 't' value for each statement was found out. Here, out of the total 123 teachers, the high group and low group constitute 33 (27% of 123) teachers each. On the basis of 't' value, a final scale of 60 statement were selected for measuring leadership effectiveness. All the six dimensions as well as nature of the statements i.e. positive or negative were also kept in mind while selecting the statements. Out of the total 60 statements, 39 are positive and the remaining 21 are negative statements. The final TPLES is presented in APPENDIX-A.

3.4 Standardisation of the Scale:

In order to standardize, the scale was administered on a sample of 76 teachers of three Colleges viz. Ledo College, Purbanchal College and Silapather Town College.

- Determination of Reliability:** Split-half technique of finding reliability has been used for determination of reliability. The coefficient of reliability of whole scale was found to be 0.94.
- Determination of Validity:** Content validity of the scale was ensured by a team of experts in the Department of Education, Dibrugarh University. Besides, item validity was ensured for the final scale as the items were selected on the basis of 't' value of each item.

BIBLIOGRAPHY:

- Balasubramanian, N. (2012). Likert Technique of Attitude Scale Construction in Nursing Research. Asian J. Nursing Edu. and Research, (2)2, 65-69. Retrieved from <http://www.anvpublication.org/ajner.htm>.

- Best, J. W. & Kahn, J. V. (1996). Research in Education. New Delhi- 110001: Prentice Hall of India Private Limited.
- Chakraborty, S. (1993). A Study of Managerial Effectiveness in relation to Intelligence, Achievement Motivation and Role Stress (unpublished doctoral dissertation). University of Baroda, Baroda.
- Chauhan, V.J. (2015). A Study of Principals' Leadership in Secondary Schools of Sabarkantha District (doctoral dissertation, Kadi Sarva Vishwavidyalaya). Retrieved from <http://hdl.handle.net/10603/97045>.
- Choudhury, M. (2002). Job Satisfaction amongst the Teachers of Colleges under Gauhati University (unpublished doctoral dissertation). Gauhati University, Guwahati.
- Das, A.B. (1996). Impact of Secondary Teacher Education on Teacher Effectiveness and Teacher Job Satisfaction (unpublished doctoral dissertation). Gauhati University, Guwahati.
- Freeman, Frank S. (2006). Theory and Practice of Psychological Testing. Delhi-110007: Surjeet Publications.
- Garrett, H.E. (1981). Statistics in Psychology and Education. Bombay: Vakils Feffer and Simons Ltd.
- Gupta, S.C. (2015). Leadership Effectiveness in Indian Universities: A Study of State Funded and Privately owned Universities in India (unpublished doctoral dissertation). Maharshi Dayanand University, Rohtak.
- Halpin, A. W. (1957). Manual for the Leader Behavior Description Questionnaire. Fisher College of Business, the Ohio State University, Columbus, Ohio.
- Hingar, A. (2005). Manual for Leader Behaviour Scale. Agra: National Psychological Corporation.
- Karmakar, A. (2007). Organisational Commitment and Constructive Thinking as Predictors of Administrative Effectiveness of College Principals in Assam (unpublished doctoral dissertation). Gauhati University, Guwahati.
- Khanna, M.J. (2010). A comparative study of Leadership Behavior of Principals in relation to job satisfaction of teachers in Govt. and non-govt. schools of U.T. Academic Leadership, (8)3. Retrieved from <https://scholars.fhsu.edu/alj/vol8/iss3/2>.
- Koul, L. (2001). Methodology of Educational Research. New Delhi: Vikash Publishing House Pvt. Ltd.
- Likert, R. (1932). A Technique for the measurement of Attitude. Archives of Psychology, 22(140), 5-55. Retrieved from https://legacy.voteview.com/pdf/Likert_1932.pdf.

16. Mahashabde, R.S. (1990). A study of relationship between leadership effectiveness of Principals of polytechnics in Maharashtra State and institutional climate, teacher's morale and job satisfaction and student's academic achievement (unpublished doctoral dissertation). Savitribai Phule Pune University, Pune. Retrieved from <http://hdl.handle.net/10603/169638>.
17. Nirmala, K. (1993). Ego Strength, Leadership Styles and Job Satisfaction of Women Professionals in Academic and their Attitude towards Women's Higher Education (unpublished doctoral dissertation). Mother Teresa Women's University, Kodaikanal.
18. Njuguna, F.W. (2006). Leadership Effectiveness and Job Satisfaction: A Study of Educational Leadership in Secondary Schools in Kenya (doctoral dissertation, Jawaharlal Nehru University). Retrieved from <http://hdl.handle.net/10603/21797>.
19. Northouse, P. G. (2012). Leadership Theory and Practice. New Delhi -110044: Sage Publications India Pvt. Ltd. p. 5.
20. Panda, B.B. (1996). A Comparative Study of the Attitude towards Teaching Profession and Job Satisfaction of College Teachers of Assam and Orissa (unpublished doctoral dissertation). Gauhati University, Guwahati.
21. Pandey, A.K. (1986). Examiners' Manual for Educational Leadership Assessment Test. Agra: Agra Psychological Research Cell.
22. Prabhakar, D.N. (1989). A Study of the Characteristics of Effective Leadership Behaviour of Secondary School Principals (doctoral dissertation, Maharaja Sayajirao University of Baroda). Retrieved from <http://hdl.handle.net/10603/58747>.
23. Rajeswari, S. (2005). Leadership and Teacher Effectiveness in Unaided Schools (doctoral dissertation, Manonmaniam Sundaranar University). Retrieved from <http://hdl.handle.net/10603/131252>.
24. Senapati, N. & Baruah, N.K. (2017). Construction and Standardization of an Environmental Awareness Scale for the Post Graduate Students. International Education & Research Journal, (3)6, 249-250. Retrieved from <http://ierj.in/journal/index.php/ierj/article/view/1204>
25. Sharma, M. (1978). School Organisational Climate Description Questionnaire (SOCDQ). As cited by Mourkani, G. S. (2006). A Comparative Study of Educational Leadership Effectiveness of High School Principals in relation to Job-Values and School Climate in Iran and India (unpublished doctoral dissertation). University of Mysore. Retrieved from <http://hdl.handle.net/10603/38470>
26. Singh, A.K. (2006). Test, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhawan.
27. Stogdill, R.M. (1963). Manual for the Leader Behavior Description Questionnaire-Form XII: An Experimental Revision. Fisher College of Business, the Ohio State University.
28. Taj, H. (2010). Manual for Leadership Effectiveness Scale (A measure for Leaders' characteristics). Agra: National Psychological Corporation.
29. Thurstone, L.L. & Chave, E.J. (1929). The Measurement of Attitude: A psychophysical Method and Some Experiments with a Scale for Measuring Attitude toward the Church. Retrieved from https://brocku.ca/MeadProject/Thurstone/Chave_1929/1929_01.html
30. Water, L. V. D. (2014). Effective leadership styles: a pilot study in legal services. University of Twente, Netherlands. p. 11.
31. Yukl, G. (1982). Managerial leadership and the effective Principal. State University of New York at Albany. p.2.

APPENDIX-A

Selected statements for final draft of TPLES					
Sl. No.	Sl. in Tryout form	Statement	t value	Positive/Negative	Dimension
1	127	Shows interest in teachers and their activities	18.00	Positive	IR
2	88	Maintains a climate for teamwork in college	15.13	Positive	
3	15	Concerned about welfare of the teaching and non-teaching staff of the college	13.00	Positive	
4	144	Treats teachers as equal	12.29	Positive	
5	100	Monopolizes the discussions in the staff meetings	12.13	Negative	
6	70	Helps the college family to arrive at consensus	11.41	Positive	
7	47	Exhibits friendly and approachable attitude towards teachers	11.15	Positive	
8	21	Consults the teachers before implementing the important decisions	11.11	Positive	
9	32	Does not like to maintain personal relations with teachers	9.63	Negative	
10	62	Finds no time to listen to the teachers of the college	7.69	Negative	
11	56	Faces calmly the challenging situations of the college	11.41	Positive	ES
12	22	Controls emotion as and when needed	10.00	Positive	
13	130	Shows lack of patience for doing an activity continuously	9.85	Negative	
14	64	Gets easily irritable when things do not go in proper way	9.24	Negative	
15	63	Gets angry frequently in staff meetings	9.23	Negative	
16	137	Takes full charge when emergency arises in the college	8.21	Positive	
17	50	Exhibits restless behavior in the college	6.71	Negative	
18	10	Becomes unpredictable sometimes in his/her etiquette	6.59	Negative	
19	49	Exhibits no hasty in making college decisions	6.29	Positive	
20	4	Administrative decisions are often influenced by emotion	5.92	Negative	
21	69	Helps teachers to learn from mistakes	14.06	Positive	IO
22	108	Provides guidance to the teachers for effective planning and doing of their works	12.90	Positive	
23	53	Explains long range plans and goals of the college very clearly	11.40	Positive	
24	104	Plans properly the works to be done	11.05	Positive	
25	116	Sets realistic goals for the college	10.75	Positive	
26	105	Predicts exactly the forthcoming issues	10.35	Positive	
27	135	Sorts out the pros and cons before taking an action	10.23	Positive	
28	59	Fails to find out the priorities for the college	9.35	Negative	
29	128	Shows lack of confidence in performing professional activities	7.58	Negative	
30	94	Makes inaccurate decisions for the college	7.46	Negative	
31	48	Exhibits kindness to teachers, students and parents	21.50	Positive	MS
32	123	Shows honesty in all professional dealings	12.60	Positive	
33	85	Keeps promises given to the teachers	10.60	Positive	
34	3	Accepts accountability for own activities	10.25	Positive	
35	5	Admits own faults generously	9.91	Positive	
36	106	Proves trustworthiness in behaviour	9.36	Positive	
37	91	Maintains trust based relationship with teachers	8.21	Positive	
38	99	Manipulates situations for his/her personal advantages	6.34	Negative	
39	60	Favors teachers personally	5.03	Negative	
40	110	Refuses to explain own actions	3.78	Negative	

41	125	Shows inability to express opinions to colleagues	15.00	Negative	SCM
42	54	Expresses conceptual ideas clearly before the teachers	13.59	Positive	
43	14	Communicates well with other organizations of the society	12.36	Positive	
44	124	Shows inability to communicate complex ideas to teachers clearly	11.40	Negative	
45	126	Shows interest in exchange of ideas with teachers	11.05	Positive	
46	55	Expresses instructions to teachers with simple words	10.88	Positive	
47	77	Informs the teachers in advance about the forthcoming changes in the college	10.88	Positive	
48	146	Uses appropriate words to convey ideas	10.15	Positive	
49	36	Draws people's attention by focusing on the important issues of a discussion	8.46	Positive	
50	11	Cannot explain the importance of an action taken for the college	8.23	Negative	
51	18	Conscious of the rights of the people of the society	16.55	Positive	SC
52	115	Sensitive and respectful to those coming from various social and cultural backgrounds	15.14	Positive	
53	107	Provides feedback regularly to the society	11.85	Positive	
54	26	Discusses confidently on current social issues	9.77	Positive	
55	149	Works as leader; not only of the college but also for the society as a whole	9.50	Positive	
56	87	Listens carefully to those people who approach to help and advice in college issues	9.48	Positive	
57	57	Facilitates involvement of the community and public in college policy formulations	9.41	Positive	
58	129	Shows lack of interest in social, political and economic issues	7.68	Negative	
59	33	Does not participate in public meetings, festivals, discussions etc.	5.71	Negative	
60	31	Does not involve in social issues and problems	4.65	Negative	

IR=Interpersonal Relations, ES=Emotional Stability, IO=Intellectual Operations, MS= Moral Strength, SCM=Skill of Communications and SC=Social Consciousness